

Kentucky Department of Education  
Science Adoption 2008-2014

Provided by the Publisher	ISBN - <b>9780618965502</b>		Publisher - <b>Houghton Mifflin Company</b>		Provided by the Publisher
	<b>Kentucky Experience Science Student Book</b>				
	Type - P1	Author - Badders, Carnine, Jeanpierre, Feliciani, Sumners, Valentino			
	Copyright - 2009	Edition - 1st	Readability - 2.25 SSR Spache		
	Course - Elementary Science		Grade(s) - 2		
	Teacher Edition ISBN if applicable			<b>9780618964994</b>	

**Overall Recommendation:**

☒ **Recommended as Basal**

**Overall Strengths, Weaknesses, Comments:**

**Strengths:**

- \*Clear tie-in to seven big ideas.
- \*Strong, DOK-diverse assessments
- \*Appealing, colorful student-text.
- \*Student text is readable and grade-level appropriate, with an excellent glossary at the end of each section, for ease of student use.
- \*Most materials for activities are provided as essential components or are readily available for teachers.

**Weaknesses:**

- \*Limited inquiry-based activities.
- \*Limited opportunities for students to collect, organize and interpret data.
- \*Minimal (one) graphical representations of data in student text.

**Comments:**

- \*It is unclear if student activity masters are part of the basal purchase or must be selected as gratis based on a determined amount of basal purchase.
- \*Free-with-purchase items should be considered essential, as they are necessary to complete this program. We advise consumers to select these items wisely.

**CRITERIA**

This basal resource ...

**A. Encompasses KY Content Standards & Grade Level Expectations**

- ☒ **Strong Evidence**  
☐ **Moderate Evidence**  
☐ **Little or No Evidence**

☐ Text is designed to be used in an elective course outside the Program of Studies

**1) Includes the 7 Big Ideas of science to the following extent:**

- |   |  |                                   |                                 |                              |
|---|--|-----------------------------------|---------------------------------|------------------------------|
| a) Structure and Transformation of Matter | <input checked="" type="checkbox"/> Strong | <input type="checkbox"/> Moderate | <input type="checkbox"/> Little | <input type="checkbox"/> N/A |
| b) Motion and Forces                      | <input checked="" type="checkbox"/> Strong | <input type="checkbox"/> Moderate | <input type="checkbox"/> Little | <input type="checkbox"/> N/A |
| c) The Earth and the Universe             | <input checked="" type="checkbox"/> Strong | <input type="checkbox"/> Moderate | <input type="checkbox"/> Little | <input type="checkbox"/> N/A |

Kentucky Department of Education  
Science Adoption 2008-2014

- d) Unity and Diversity ☐ Strong ☒ Moderate ☐ Little ☐ N/A
- e) Biological Change ☒ Strong ☐ Moderate ☐ Little ☐ N/A
- f) Energy Transformation ☐ Strong ☒ Moderate ☐ Little ☐ N/A
- g) Interdependence ☒ Strong ☐ Moderate ☐ Little ☐ N/A
- 2) **Addresses content-specific enduring understandings from the related Program of Studies standards.** ☒ Strong ☐ Moderate ☐ Little ☐ N/A
- 3) **Addresses content-specific skills and concepts from the related Program of Studies standards.** ☐ Strong ☒ Moderate ☐ Little ☐ N/A
- 4) **Content addressed is current, relevant and non-trivial** ☒ Strong ☐ Moderate ☐ Little ☐ N/A
- 5) **Provides opportunities for critical thinking/reasoning** ☒ Strong ☐ Moderate ☐ Little ☐ N/A
- 6) **Strengths, Weaknesses, Comments:**
- Specific strengths-which areas/concepts are covered exceptionally well?
  - Specific weaknesses-which areas/concepts would likely require supplementing?

\*Strong teacher background information is included with illustrations and adequate explanation of activities.

\*Glossary in student book includes pictures as well as definitions.

\*With regard to weather, we would like to see more opportunities for students to investigate and collect weather data.

\*Text covers shadows; however, basal lacks investigations into the sun/earth relationship responsible for the formation of shadows.

\*Heavy concentration on moon phases.

\*Teacher Edition provides only minimal plant investigations.

\*Student Edition contains excellent photographs and diagrams; but minimal emphasis on collecting and interpreting data, graphs and charts.

\*Light and electricity concepts are not included per Teacher Edition reference p. KY18 that these will be covered in grades 1 and/or 3.

\*Minimal investigation of how sun's light and heat affect life on Earth.

\*Oftentimes, the big ideas are presented primarily in the student text, and are not supported with investigations.

**B. Functionality & Suitability**

- ☐ Strong Evidence
- ☒ Moderate Evidence
- ☐ Little or No Evidence

- 1) **Suitability** ☒ Strong ☐ Moderate ☐ Little ☐ N/A

- Should be suitable for use with a diverse population and is free of bias regarding race, age, ethnicity, gender, religion, social and/or geographic environment; is free of stereotyping or bias of

any kind.

**2) Content quality**

☒ Strong ☐ Moderate ☐ Little ☐ N/A

- Free from factual errors
- Content is presented conceptually when possible—more than a mere collection of facts
- Content included accurately represents the knowledge base of the discipline
- Theories/scientific models contained represent a broad consensus of the scientific community

**3) Connections to Literacy**

*Note: may apply to either student or teacher editions*

☐ Strong ☒ Moderate ☐ Little

- Employs a variety of reading levels and is grade/level appropriate
- Contains pre, during, post reading activities
- Provides opportunities for summarizing, reviewing, and reinforcing vocabulary skills and concepts at multiple levels of difficulty for a variety of learning styles.
- Student text provides opportunity to integrate reading and writing
- Uses vocabulary that is age and content appropriate
- Focuses on critical vocabulary vs. extensive lists
- Identifies key vocabulary through definitions in both text and glossary
- Engaging text- does the text facilitate learning?
- Does understanding the text require having performed the imbedded activities?

**4) Connections to Technology**

☐ Strong ☒ Moderate ☐ Little

- Integrates technology and reflects the impact of technological advances
- Uses technology in the collection and/or manipulation of authentic data

**5) Support for Diverse Learners**

☐ Strong ☒ Moderate ☐ Little

- Provides support for ESL students
- Provides support for differentiation of instruction in diverse classrooms

*Note: may apply only to teacher edition*

**6) Strengths, Weaknesses, Comments:**

- Reviewers may provide page numbers to point out specific strong examples for individual evaluation standards.

\*Basal package does not include many literacy connections. The gratis materials include leveled readers and independent books that connect science and literacy more strongly.  
\*Educational websites and online readers are referenced in the Teachers' Edition. If appropriate free-with-purchase materials are chosen, technology connections can be made. URL's can be accessed through selection of these materials in free-with-purchase items.  
\*ELL materials are available in the gratis materials; however, ELL support is not strongly evidenced within the Teachers' Edition.  
\*This basal could be classified as strong, provided the free-with-purchase materials were part of the package. Most of the connections, with regard to literacy, technology and diverse learners can be found in the gratis materials.

**C. Supports Inquiry and Skill Development**

☐ Strong Evidence

☒ Moderate Evidence  
☐ Little or No Evidence

**1) Promotes Inquiry, research and Application of Learning**

☐ Strong ☒ Moderate ☐ Little

- Provides opportunities for inquiry and research that includes activities such as self-selecting topics, formulating authentic questions, gathering information, researching resources, observing, interviewing, and evaluating information, analyzing and synthesizing data and communicating findings and conclusions.
- Requires students to use higher-level cognitive skills (analysis, synthesis, evaluation, etc.)
- Provides activities and projects for students to deepen their knowledge and cultivate and strengthen problem-solving and decision-making skills.
- Provides opportunities for application of learned concepts.
- Uses a variety of relevant charts, graphs, diagrams, time lines, and other illustrations to invite and motivate students to engage in discussion, problem solving, and other high-order thinking skills.
- Emphasizes conceptual understandings that invite students to predict, conclude, evaluate, develop and extend ideas to support reasoning.

*Note: may apply to either teacher or student edition*

**2) Skill Development**

☐ Strong ☒ Moderate ☐ Little

- Provides opportunities to make sense of data
- Provides opportunities for critical thinking and reasoning (analyze arguments, distinguish fact/opinion, recognize bias)
- Provides opportunities to examine a range of types of evidence
- Contains embedded activities (or extensions) that emphasize use of technology for problem solving

*Note: may apply to either teacher or student edition*

**3) Strengths, Weaknesses, Comments:**

\*While this basal contains some thought-provoking questions, it provides limited opportunity for students to investigate concepts in order to deepen their understanding.

\*The student text provides minimal data to interpret. The investigations provide minimal connections to data collection, graphing, and interpretation. We found one data table in the student edition, and no graphs.

**D. Supports Best Practices of Teaching and Learning**

☐ Strong Evidence  
☒ Moderate Evidence  
☐ Little or No Evidence

**1) Engages Students**

☐ Strong ☒ Moderate ☐ Little

- Includes content geared to the needs, interests, and abilities of students
- Engages and motivates students using components such as real-life situations, simulations, experiments, and data gathering.
- Includes information and activities that assist students in seeing relevance of concepts (where appropriate) to their own lives and experiences

Kentucky Department of Education  
Science Adoption 2008-2014

- Provides a variety of strategies, activities, and materials to enhance student learning at the appropriate learning levels
- Activities are truly congruent to the concepts addressed, not merely correlated  
*Note: may apply to either teacher or student edition*

**2) Uses Assessment to Inform Instruction**

☒ Strong ☐ Moderate ☐ Little

- Includes multiple means of assessment as an integral part of instruction
- Provides evaluation measures in the teacher edition that supports differentiated learning activities
- Embedded assessments reflect a variety of Depth of Knowledge levels  
*Note: may apply to either teacher or student edition*

**3) Strengths, Weaknesses, Comments:**

- Reviewers may provide page numbers to point out specific strong examples for individual evaluation standards

\*While the student text is very eye-catching, and many of the activities are interesting, we found that many of the activities were more correlated to our state standards than congruent.

\*Assessments include open-response and multiple choice items at the conclusion of each section. During investigations, formative assessment questions are included. Following each investigation, we find a summative, open-response question. Assessments reflect a variety of DOK levels.

**E. Has an Organization/ Format that Supports Learning and Teaching**

☒ Strong Evidence  
☐ Moderate Evidence  
☐ Little or No Evidence

**1) Organizational Quality**

☒ Strong ☐ Moderate ☐ Little

- Print and/or electronic materials present minimal barriers to learners
- Presents chapters/lessons in an organized and logical sequence
- Provides clearly stated objectives for each lesson.
- Uses text features (e.g., titles, headings, subheadings, review questions, goals, objectives, space, print, type size, color) to enhance readability.
- Makes use of various forms of media (e.g., CD's, recordings, videos, cassette tapes, computer software, web-based components) as either student or teacher resources
- Includes clear, accurate, appropriate and clearly explained illustrations and/or graphics that reinforce content standards.
- Incorporates a glossary, footnotes, recordings, pictures, and/or tests that aid pupils and teachers in using the book effectively
- Uses grade-appropriate type size

Included media are durable, easy to use and have technical merit

- Construction appears to be durable and able to withstand normal use

**2) Essential Components (beyond student and teacher text)**

☒ Strong ☐ Moderate ☐ Little

- Items identified as essential components support the learning goals and concept coverage of the basal

**3) Strengths, Weaknesses, Comments:**

- Reviewers may provide page numbers to point out specific strong examples for individual evaluation standards.

\*The teacher edition does not contain pictures of all correlated pages in the student book.  
\*Teacher edition begins with a correlation of Kentucky's Seven Big Ideas, showing related investigations, pages in student book, and resources and technology.  
\*Teaching tips, as well as tips on handling live materials are very beneficial.  
\*Be aware that some investigations (particularly sound, fossils, and force and motion investigations) involve the use of materials that may not commonly be found in elementary classrooms (i.e. fossil set, dinosaur teeth, tuning fork, xylophone, and spring scale.

**F. Has available Ancillary/ Gratis Materials**

*Note: The decision whether to recommend or not recommend this resource as a basal should not be influenced by Section F*

☒ **Strong Evidence**  
☐ **Moderate Evidence**  
☐ **Little or No Evidence**

**1) Ancillary/Gratis Materials**

- Coordinates teacher resources easily with student material (e.g., accompaniments included, student pages shown, instructional technology indicated).
- Are well-organized and easy to use
- Provide substantive learning opportunities and are congruent with student learning goals
- Provide opportunities for high-level thinking, assessment, and/or problem solving

**2) Strengths, Weaknesses, Comments:**

- Reviewers may provide page numbers to point out specific strong examples for individual evaluation standards.

\*Express Labs would be beneficial for quick reviews.  
\*Vocabulary Picture Cards are very nice, and appeal to visual learners.  
\*Test-generator would be very helpful.  
\*ELL activities are diverse and very appropriate.  
\*Audio cd's for leveled readers.  
\*Strong connections to literacy in the free materials.